# Texas Education Agency
## Standard Application System (SAS)

## 2014-2016 Technology Lending Program Grant

| Program authority: | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32 | **FOR TEA USE ONLY** Write NOGA ID here: |
|---|---|---|
| **Grant period:** | October 1, 2014, to August 31, 2016 | |
| **Application deadline:** | 5:00 p.m. Central Time, May 13, 2014 | Place date stamp here. |
| **Submittal information:** | **Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 | |
| **Contact information:** | Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400 | |

## Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | Campus name/# | Amendment # |
|---|---|---|---|
| Devine ISD | 163-901 | | |

| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
|---|---|---|---|
| | 20 | 23 | 034769018 |

| Mailing address | City | State | ZIP Code |
|---|---|---|---|
| 205 W. College | Devine | TX | 78016- |

### Primary Contact

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Scott | K. | Sostarich | Assistant Superintendent of C&I |

| Telephone # | Email address | FAX # |
|---|---|---|
| 830-851-0795 | scott.sostarich@devineisd.org | 830-663-6706 |

### Secondary Contact
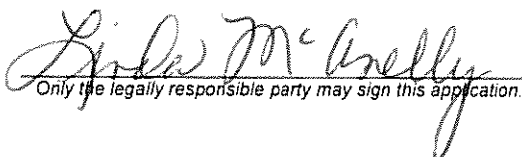
| First name | M.I. | Last name | Title |
|---|---|---|---|
| Daryl | | Wendel | Federal Programs Director |

| Telephone # | Email address | FAX # |
|---|---|---|
| 830-851-0795 | daryl.wendel@devineisd.org | 830-663-6706 |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Linda | | McAnelly | Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| 830-851-0795 | linda.mcanelly@devineisd.org | 830-663-6706 |

Signature (blue ink preferred)                                    Date signed

*Only the legally responsible party may sign this application.*

701-14-107-113

| Schedule #1—General Information (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 8 | Professional and Contracted Services (6200) | ☐ | ☐ |
| 9 | Supplies and Materials (6300) | ☐ | ☐ |
| 10 | Other Operating Costs (6400) | ☐ | ☐ |
| 11 | Capital Outlay (6600/15XX) | ☒ | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 16 | Responses to Statutory Requirements | ☒ | ☐ |
| 17 | Responses to TEA Requirements | ☒ | ☐ |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

### Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| No program-related attachments are required for this grant. | | |

### Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

☒    I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. |
| 5. | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded. |
| 11. | The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan. |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016. |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

### Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

### Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

### Part 3: Revised Budget

| # | Schedule # | Class/ Object Code | A Grand Total from Previously Approved Budget | B Amount Deleted | C Amount Added | D New Grand Total |
|---|---|---|---|---|---|---|
| 2. | Schedule #8: Contracted Services | 6200 | $ | $ | $ | $ |
| 3. | Schedule #9: Supplies and Materials | 6300 | $ | $ | $ | $ |
| 4. | Schedule #10: Other Operating Costs | 6400 | $ | $ | $ | $ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | $ | $ | $ | $ |
| 6. | Total direct costs: | | $ | $ | $ | $ |
| 7. | Indirect cost ( %): | | $ | $ | $ | $ |
| 8. | Total costs: | | $ | $ | $ | $ |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #4—Request for Amendment (cont.) | | |
|---|---|---|
| County-district number or vendor ID: 163-901 | | Amendment # (for amendments only): |

**Part 4: Amendment Justification**

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Devine ISD is located approximately 30 miles from San Antonio off of Interstate 35. Devine population is approximately 4,000 people based on the last Census in 2010. The district is a property poor school district and we are starting to feel the growth and anticipate more growth with the Eagle-Ford shale boom in the area. While our last surveys reported 60% economically disadvantaged district wide, we see these numbers increasing with 67% economically disadvantaged at our elementary school. Devine ISD is committed and focused with best practice teaching strategies to stay up with technology to provide relevant practices to our students. Following our district technology plan, we began in 2005 to increase the number of computers per classroom and providing a projector in every classroom, a goal which we have completed. We have also added at least one or two computer labs at each campus, and this past school year we undertook a project to have all four campuses 100% wireless connectivity. We began in August with the Elementary, which was completed in October, and added the Intermediate and Middle School with work being completed on the Middle School the first week of January. The final phase of the work at the high school was completed in February 2012, which enabled the district to be 100% wireless connectivity capable.

The district was very pleased at the speed of the work and implementation of the wireless capability as the district purchased and provided iPads to all campus administrators and provided professional development training for the 360° walkthrough. This allows principals to do more walkthroughs and send the data for their reports rather than have to go back to the office and sync the units and upload the data. Another nice feature of this work is that has allowed our students to access the internet on their personal devices during after school hours. It is not uncommon to see students after school taking advantage of this feature. We understand that they may not be using all access for educational purposes but many of our students are surfing for research and information. It also provides a way for the younger students to learn about the basics and surfing using their own equipment and that the school is actually here to help them. The district is also researching and strongly considering the BYOD (Bring Your Own Device) program initiative and the wireless capability will allow this also. Our IT personnel have also been upgrading and working to make sure our infrastructure can handle the devices and brad band width necessary.

In order to continue growing and in an effort to provide hands on instruction with the tools necessary, the district made a sizable commitment at the end of the 2011-2012 school year by purchasing four mobile I pad labs with carts and MacBook's. The mobile labs will allow for teacher check out for his/her classroom and research and utilizing educational apps enhance student learning. The biggest drawback would be that one mobile I pad lab would have to be shared by the entire campus.

The district applied and was selected to receive the technology lending program grant through Region 10 for the 2012-2013 school year which made it possible for Devine ISD to purchase and provide a mobile lab for all grade levels but one. The district utilized local funding in order to purchase one more mobile lab to ensure that all grade levels K-12 had access to an iPad. Devine ISD utilized the mobile labs for grade levels as allow check out to students for weekend use or for special projects as assigned by teacher. Devine prioritized student needs and allowed our Economically Disadvantaged students who do not currently own any type of device to have first choice for iPad checkout. We provided common areas outside in our courtyard areas where there are picnic tables for weekend use when buildings are not accessible. Very seldom is there a day of the week and even Saturdays' when most of our buildings are not being used for sports and other events. We allow student access during these times as well in order to complete homework or other assignments. We allowed any student who did not have any type of device for internet access or a device with apps to complete homework or other assignments for checkout. With the help of our IT director and technology director, we developed a template for student checkout. The district researched the cost of insurance for a designated number of units but after one of our follow up meetings at the end of the first year of the grant we determined that with the current success we had in return and care of units, it would actually be more cost effective to repair or replace a unit, than provide insurance on a large number of them. With this in mind the district through local funds is prepared to pick up the cost for damage or replace devices as necessary, however based on the experience we had with the first tech lending grant, we feel our students will take care of the device and we will have minimal cost to recover.

Devine ISD provided Staff Development training to all employees during our back to school training sessions in August 2012, with iPad training provided by a representative from our local service center. The district provided follow up training in the Fall for our campus personnel designated to be in charge of lending the devices to students.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| **<u>Schedule #5—Program Executive Summary (cont.)</u>** | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district had iPad App training for all secondary teachers provided from our local service center focusing on instructional applications for core area content at the beginning of the 2013-2014 school year professional development sessions. The same sessions were provided for our elementary teachers during our October staff development. Ongoing staff development is planned for staff as we continue to move towards digital devices and their applications for the classrooms.

The current plan for the program the district plans to deliver is an expansion of our prior program. Following up with review of our data on how the original lending program worked was beneficial for all involved. After analysis of our numbers and meeting with the campus coordinators we determined that the two campuses that utilized the lending program the most were the Elementary and Middle school campuses. After another push to advertise the program during the spring semester we did see numbers increase somewhat at the Intermediate, however, no significant change was seen at the High School. It was determined that a large number of secondary students already owned some type of digital device such as iPad, minibook, nook, kendl, etc. and did not need a device for project or homework use. The district Administrative team met with the IT director and discussed Tech plans for the future and BYOD and what options we may have to make 1:1 possible in the next few years. The discussion based on the data described above at the use patterns of our students is to begin moving the iPad units to the lower grade levels K-2 and 3-5 so each classroom will have a cart and all students will have a device. The next phase would be to purchase the Microsoft surface tablets for 1:1 use at the high school campus and working to have device for10, 11, and 12 and continuing to rotate the iPad cart down to the lower grades until we have carts in every classroom for all students. We have expended approximately $25,000.00 this year to begin supplying this campus and will follow with another $25-$30,000.00 during the 2014-2015 school year to try to have the campus at 100% 1:1. We would then begin the 2015-2016 school year working on providing the surface tablets to finish grade 9 and then the middle school for grades 6, 7, and 8. The 2016-2017 the district would then completed the middle school campus and begin to outfit the finish the Intermediate school by sending the remaining iPad carts and purchasing additional carts. The 2017-2018 school year would see the completion of the intermediate school by having moved any remaining carts from the middle school and then begin rotating back down to the elementary for new devices and upgrades.

If awarded the technology lending grant the district is committed to sustaining the grant by providing local funds to meet the 1:1 initiative and also allow us to provide more units to all our students for check out for their use. This will allow us to reach our goal two years earlier than planned and we should be able to provide all students a unit at school as well as have a number of extra units on hand for checkout by the beginning of the 2016-2017 school year rather than waiting till the 2017-2018 school year. Based on our numbers from the prior grant and continuing to use data for monitoring and follow up, we will also keep a designated numbers of devices available for checkout to our students for homework and project based learning and assignments. In prioritizing student needs, currently our economically disadvantaged student population would be given first choice of the devices, however, with the added numbers of devices, we will be able to provide more of the units to our students. We already have an understanding of how the program works and what we need to improve upon it based on our prior review and planning sessions. We feel we will only improve on what we initiated during the 2012-2013 school year for the technology lending program.

| **For TEA Use Only** | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| | | | | | |
|---|---|---|---|---|---|
| **Schedule #6—Program Budget Summary** | | | | | |

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

| Grant period: October 1, 2014, to August 31, 2016 | Fund code: 410 |
|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | |
|---|---|---|---|---|---|---|
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $ | $ | $ | |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $ | $ | $ | |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $ | $ | $ | |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | $100,000 | $ | $100,000 | |
| Total direct costs: | | | $100,000 | $ | $100,000 | |
| Percentage% indirect costs (see note): | | | N/A | $ | $100,000 | |
| Grand total of budgeted costs (add all entries in each column): | | | $100,000 | $ | $100,000 | |

| **Administrative Cost Calculation** | |
|---|---|
| Enter the total grant amount requested: | $100,000.00 |
| Percentage limit on administrative costs established for the program (15%): | × .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $15,000.00 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

| **For TEA Use Only** | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

RFA #701-14-107; SAS #184-15
2014-2016 Technology Lending Program Grant

Page 9 of 31

| Schedule #8—Professional and Contracted Services (6200) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| | Expense Item Description | Grant Amount Budgeted |
|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land<br>Specify purpose: | $ |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits)<br>Specify purpose: | $ |
| 62XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:<br>☐ Salaries/benefits ☐ Other:<br>☐ Networking (LAN) ☐ Other:<br>☐ Computer/office equipment lease ☐ Other:<br>☐ Building use ☐ Other:<br>☐ Copier/duplication services ☐ Other:<br>☐ Telephone ☐ Other:<br>☐ Administrative ☐ Other: | $ |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ |

| Professional Services, Contracted Services, or Subgrants Less Than $10,000 | | | |
|---|---|---|---|
| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted |
| 1 | | ☐ | $ |
| 2 | | ☐ | $ |
| 3 | | ☐ | $ |
| 4 | | ☐ | $ |
| 5 | | ☐ | $ |
| 6 | | ☐ | $ |
| 7 | | ☐ | $ |
| 8 | | ☐ | $ |
| 9 | | ☐ | $ |
| 10 | | ☐ | $ |
| b. | Subtotal of professional services, contracted services, or subgrants less than $10,000: | | $ |

| Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 | | |
|---|---|---|
| | Specify topic/purpose/service: | ☐ Yes, this is a subgrant |
| | Describe topic/purpose/service: | |

| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
|---|---|---|---|
| 1 | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #8—Professional and Contracted Services (6200)

| County-District Number or Vendor ID: 163-901 | Amendment number (for amendments only): |
|---|---|

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)**

| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
|---|---|---|---|
| 2 | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |

| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
|---|---|---|---|
| 3 | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |

| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
|---|---|---|---|
| 4 | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |

| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
|---|---|---|---|
| 5 | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #8—Professional and Contracted Services (6200)

| County-District Number or Vendor ID: 163-901 | Amendment number (for amendments only): |
|---|---|

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)**

| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
|---|---|---|---|
| **6** | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |
| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
| **7** | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |
| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant |
| **8** | Describe topic/purpose/service: | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** |
| | Contractor's payroll costs | # of positions: | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ |
| | Contractor's supplies and materials | | $ |
| | Contractor's other operating costs | | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ |
| | | Total budget: | $ |
| c. | Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000: | | $ |
| a. | **Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:** | | $ |
| b. | **Subtotal of professional services, contracted services, or subgrants less than $10,000:** | | $ |
| c. | **Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:** | | $ |
| d. | **Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:** | | $ |
| | **(Sum of lines a, b, c, and d) Grand total** | | $ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

| **For TEA Use Only** | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #9—Supplies and Materials (6300) | | | | | | |
|---|---|---|---|---|---|---|
| County-District Number or Vendor ID: 163-901 | | | | Amendment number (for amendments only): | | |
| **Expense Item Description** | | | | | | |

| 63XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | | | | Grant Amount Budgeted | |
|---|---|---|---|---|---|---|
| | ☐ Print shop fees | | ☐ Technology-related supplies | | | |
| | ☐ Postage | | ☐ Other: | | $ | |
| | ☐ Copy paper | | ☐ Other: | | | |

| | **Technology Hardware—Not Capitalized** | | | | | |
|---|---|---|---|---|---|---|
| 6399 | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| | 1 | | | | $ | |
| | 2 | | | | $ | |
| | 3 | | | | $ | $ |
| | 4 | | | | $ | |
| | 5 | | | | $ | |

| 6399 | Technology software—Not capitalized | $ |
|---|---|---|
| 6399 | Supplies and materials associated with advisory council or committee | $ |
| | Subtotal supplies and materials requiring specific approval: | $ |
| | Remaining 6300—Supplies and materials that do not require specific approval: | $ |
| | **Grand total:** | $ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

| **For TEA Use Only** | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| | Schedule #10—Other Operating Costs (6400) | | | | |
|---|---|---|---|---|---|
| County-District Number or Vendor ID: 163-901 | | | Amendment number (for amendments only): | | |
| | **Expense Item Description** | | | Grant Amount Budgeted | |
| 64XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: | | | $ | |
| | ☐ ESC-owned vehicle usage | ☐ | Other: | | |
| | ☐ Insurance | ☐ | Other: | | |
| 6411 | Out-of-state travel for employees (includes registration fees) | | | $ | |
| | Specify purpose: | | | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | | | $ | |
| | Specify purpose: | | | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | | | $ | |
| | Specify purpose: | | | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | | | $ | |
| | Specify purpose: | | | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | | | $ | |
| | Specify purpose: | | | | |
| 6429 | Actual losses that could have been covered by permissible insurance | | | $ | |
| 6490 | Indemnification compensation for loss or damage | | | $ | |
| 6490 | Advisory council/committee travel or other expenses | | | $ | |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | | | $ | |
| | Specify name and purpose of organization: | | | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | | | $ | |
| | Specify purpose: | | | | |
| | Subtotal other operating costs requiring specific approval: | | | $ | |
| | Remaining 6400—Other operating costs that do not require specific approval: | | | $ | |
| | Grand total: | | | $ | |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted | |
|---|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600/15XX)** | | | | | Page 15 of 31 |
| County-District Number or Vendor ID: 163-901 | | | Amendment number (for amendments only): | | |
| **15XX is only for use by charter schools sponsored by a nonprofit organization.** | | | | | |
| **6669/15XX—Library Books and Media (capitalized and controlled by library)** | | | | | |
| 1 | | N/A | N/A | $ | |
| **66XX/15XX—Technology hardware, capitalized** | | | | | |
| 2 | Microsoft Surface tablets | 354 | $250.00 | $88,500.00 | |
| 3 | Tablet Carts | 11 | $1000.45 | $11,500.00 | |
| 4 | | | $ | $ | |
| 5 | | | $ | $ | |
| 6 | | | $ | $ | |
| 7 | | | $ | $ | |
| 8 | | | $ | $ | |
| 9 | | | $ | $ | |
| 10 | | | $ | $ | |
| 11 | | | $ | $ | |
| **66XX/15XX—Technology software, capitalized** | | | | | |
| 12 | | | $ | $ | |
| 13 | | | $ | $ | |
| 14 | | | $ | $ | |
| 15 | | | $ | $ | |
| 16 | | | $ | $ | |
| 17 | | | $ | $ | |
| 18 | | | $ | $ | |
| **66XX/15XX—Equipment, furniture, or vehicles** | | | | | |
| 19 | | | $ | $ | |
| 20 | | | $ | $ | |
| 21 | | | $ | $ | |
| 22 | | | $ | $ | |
| 23 | | | $ | $ | |
| 24 | | | $ | $ | |
| 25 | | | $ | $ | |
| 26 | | | $ | $ | |
| 27 | | | $ | $ | |
| 28 | | | $ | $ | |
| **66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life** | | | | | |
| 29 | | | | $ | |
| | | | **Grand total:** | 100,000.00 | |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 1999 | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | * | N/A | Attendance rate | *% |
| Hispanic | 1237 | N/A | Annual dropout rate (Gr 9-12) | 1.3% |
| White | 735 | N/A | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | N/A |
| Asian | 0 | N/A | TAKS commended 2011 performance, all tests (sum of all grades tested) | N/A |
| Economically disadvantaged | 1,174 | 58.7% | Students taking the ACT and/or SAT1999 | N/A |
| Limited English proficient (LEP) | 60 | 3.0% | Average SAT score (number value, not a percentage) | N/A |
| Disciplinary placements | 51 | 2.4% | Average ACT score (number value, not a percentage) | N/A |

**Comments**



**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | 98 | 142 | 155 | 148 | 119 | 145 | 134 | 153 | 169 | 142 | 157 | 147 | 154 | 136 | 1999 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| **TOTAL:** | 98 | 142 | 155 | 148 | 119 | 145 | 134 | 153 | 169 | 142 | 157 | 147 | 154 | 136 | 1999 |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #13—Needs Assessment

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every year, each campus completes a comprehensive needs assessment to address needs and changes required to update the campus improvement plan. The district improvement committee also meets five times a year and utilizes the campus comprehensive needs assessments to conduct a district comprehensive needs assessment along with AEIS, surveys and other relevant data to yearly update the district improvement plan as well. Three standout needs were taken from the comprehensive campus needs assessment were: 1) Funding to upgrade equipment and stay up to date with current trends(i.e. iTouches, podcast, laptops for student use in classrooms) 2)Greater freedom to access web for research and web/computer-based projects that provide student real-life examples of how computer are used in higher education and the workplace, and 3)Lab availability/computer access for students outside the school day to complete research and class assignments. To address the need to upgrade equipment such as iTouches or iPads, the district purchased four mobile iPad labs for each campus in May of 2012, for use beginning the 2012-2013 school year. Faculty and staff were provided staff development training for the devices and were ready to begin using these the first six weeks. The next need for greater freedom to access the web for research and web/computer based projects with work beginning in October 2012 to provide each campus with 100% wireless internet access to all points throughout the campuses. Three campuses were completed by December and the work for the remaining campus was completed by the first of February 2013. This goal being actualized also assisted with part of our other need to access the internet outside the school day as well. The other portion of that need for lab availability and computer access was expanded with the award of the technology lending program grant from Region 10. The grant provided not only a greater number of devices for use during the school day, but also provide additional devices available for checkout beyond the school day for assignments and special projects.

The technology lending grant awarded to Devine ISD for the 2012-2013 school year provided an iPad mobile lab per grade level except for one. The district provided local funds to provide for the remaining mobile lab so all grade levels would have access to an iPad mobile cart. The decision to supply the campuses with the mobile labs starting at the elementary and working up is due to our percentage of our economically disadvantage students at the lower levels. The district percentage is 59% economically disadvantaged. The elementary school has the highest percentage of economically disadvantaged students at 67%. The Intermediate school has 62% economically disadvantaged students. The middle school economically disadvantaged percentage is 57% and our high school is 47% economically disadvantaged. Providing access to the iPad devices and surface tablets for our economically disadvantage students will enable them to have access to technology devices that would not be readily available to them otherwise. We will then give priority to our LEP and Special Education students with needs for access to the technology devices. The district goal will be to provide access to all our students an equitable amount of time to use the device. The use of technology is an extremely important to the district and our intent is to implement and provide devices for grades K-12 to meet the purposes and intent of the technology lending program grant.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #13—Needs Assessment (cont.) | |
| --- | --- |
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
| --- | --- | --- |
| 1. | Provide more devices for our economically disadvantages students. | The grant program would provide more units to lend to our economically disadvantaged student population. |
| 2. | Greater opportunity for internet access for students. | The grant program would assist student in providing more device for internet access for after school homework and assignments. |
| 3. | Provide more units for the lending program | The grant program would keep more unit in circulation to help if some units are in need of repair. |
| 4. | Provide for more digital content with curriculum for students. | The grant program would allow more units which digital curriculum content can be downloaded on. |
| 5. | To move district to a 1:1 ratio so all students will have access to a digital device | The grant program will move us to this goal within in two years rather than four. |

| For TEA Use Only | |
| --- | --- |
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #14—Management Plan |
|---|

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | Assistant Superintendent of C & I | The Assistant Superintendent of C&I will serve as the grant project coordinator at the district level. The Assistant Superintendent has experience with overseeing the technology lending grant awarded by Region 10. |
| 2. | Tech coordinators | Coordinators will be designated at each campus to coordinate the project and are familiar with scheduling and will have a high degree of understanding of the technology program. All of these have experience in implementing the technology lending grant awarded by Region 10 for the 2012-2013 school year. |
| 3. | | |
| 4. | | |
| 5. | | |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | Purchase additional digital devices for campuses with local funds | 1. | Deliver new surface tablets to campuses | 09/01/2014 | 09/05/2014 |
| | | 2. | Transfer available iPad carts to the elementary | 09/08/2014 | 09/12/2014 |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 2. | Start Lending program | 1. | Start lending program at an earlier date | 09/08/2014 | 06/05/2015 |
| | | 2. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 3. | Purchase additional digital device for campuses with grant funds | 1. | Purchase new tablets | 10/01/2014 | 10/01/2014 |
| | | 2. | Deliver new surface tablets to campuses | 10/20/2014 | 10/22/2014 |
| | | 3. | Transfer available iPad carts to the elementary | 10/23/2014 | 10/24/2014 |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 4. | | 1. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 5. | | 1. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #14—Management Plan (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An individual will be appointed on each campus by the campus principal to be in charge of the technology lending program and the process of checking out and checking in the devices. This person will coordinate with campus teachers on collection on the designated number of devices for checkout on daily/weekly basis. This will be coordinated with teacher plans in coordination with the need and use for the devices for projects, assignments, and presentations as assigned by teacher(s).

An overview report on number of devices being checked out, on percentage of economically disadvantaged students, as well as all students utilizing access to the devices, and description of any damage or problems with devices will be submitted to the campus principal and then to the project coordinator once at the end of every six weeks grading period. The project coordinator will review campus reports to ensure appropriate checkout numbers and to student groups prioritized who need access to the devices, as well as how well devices are being maintained and contact IT department for repair of any damaged units if necessary. The project coordinator will then meet with the campus principal for any trends or concerns to address with campus coordinator and staff to ensure the devices are being utilized by students to the maximum extent possible.

The project coordinator will encourage input from each campus for feedback on ideas and suggestions for program improvement. This will be done on an ongoing basis in the form of feedback to the tech lending program campus coordinator from teachers, staff, which will then be reported to the campus principal. The campus principal will then forward the suggestions to the project coordinator for review, consideration, modifications and implementation of changes necessary as needed.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is committed to sustaining the lending program by developing our inventory of devices to provide a 1:1 for all students and continue to build a supply of devices for stand-alone check out to students for longer periods of time such as a week or more at a time rather than one evening or weekend. The district has continued to purchase iPads to build on our current inventory before and after we were awarded the technology lending grant for the 2012-2013 school year. While our funding is limited and the grant was a great help, the district long range plan is to continue to build our inventory until all students have access to a device. The district is also allocating funds for expansion of bandwidth and infrastructure to allow the large number of device to work at each campus. We are also installing more up-to-date projectors and accessories to use with the iPads and surface tablets. The campus coordinators are highly committed to continuing the project's success and were excited at the prospect of applying for another lending grant in order to help more students with the lending program. The district is also committed to the success of the lending program by allowing overtime if necessary to our campus coordinators if necessary to help in getting the devices checked out after school.

When we had the lending program during the 2012-2013 school year we had teachers volunteer as well to help with checking out devices if necessary to help the campus coordinators. It was truly a team effort and there was a great deal of correspondence and communication between the campuses to see what the others were doing and what was working in order to make the lending program even better. The district is confident that if awarded the grant, the team will remain committed to the project's success.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Reports from campus program coordination | 1. | Copies of lending agreement processed |
| | | 2. | Copies of student checkout forms |
| | | 3. | Copies of student pops breakdown |
| 2. | Reports from district technology director | 1. | Copy of report on number of devices needing maintenance |
| | | 2. | Copy of report for after school hours internet usage |
| | | 3. | Copy of report of teachers requesting additional apps or instructional needs |
| 3. | District Technology Lending Program survey sent out through Survey Monkey | 1. | Copy of survey monkey report |
| | | 2. | |
| | | 3. | |
| 4. | Teacher survey with questions dedicated to program effectiveness | 1. | Copy of teacher survey |
| | | 2. | |
| | | 3. | |
| 5. | Parent survey with questions dedicated to program effectiveness | 1. | Copy of parent survey |
| | | 2. | |
| | | 3. | |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A technology lending program coordinator is appointed on each campus by the campus principal to be in charge of the technology lending program and the process of checking out and checking in the devices. This person will coordinate with campus teachers on collection on the designated number of devices for checkout on daily/weekly basis. This will be coordinated with teacher plans in coordination with the need and use for the devices for projects, assignments, and presentations as assigned by teacher(s).

An overview report on number of devices being checked out, on percentage of economically disadvantaged students, as well as all students utilizing access to the devices, and description of any damage or problems with devices will be submitted to the campus principal and then to the project coordinator once at the end of every six weeks grading period. The project coordinator will review campus reports to ensure appropriate checkout numbers and to student groups prioritized who need access to the devices, as well as how well devices are being maintained and contact IT department for repair of any damaged units if necessary. The project coordinator will then meet with the campus principal for any trends or concerns to address with campus coordinator and staff to ensure the devices are being utilized by students to the maximum extent possible. The project coordinator will also meet at the beginning, middle and end of year with the campus coordinators to discuss program concerns, needs and adjustments for the program.

The project coordinator will encourage input from each campus for feedback on ideas and suggestions for program improvement. This will be done on an ongoing basis in the form of feedback to the tech lending program campus coordinator from teachers, staff, which will then be reported to the campus principal. The campus principal will then forward the suggestions to the project coordinator for review, consideration, modifications and implementation of changes necessary as needed.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to provide modern technology to be implemented at the beginning of the 2012-2013 school year, Devine ISD purchased four iPad mobile labs for each campus in May 2012. Each mobile cart contains twenty-five iPads and a Mac book computer designated for each campus for checkout and use in classrooms. The district realizes that this will require scheduling and will be in demand by many classroom teachers, but with only one mobile lab per campus, greatly limits use by students. However, the advantage of having a mobile lab will no doubt provide opportunities for many of our student who may not have access or even had the chance to have used one before. We are immersed in technology and it is what our students know and use and we must provide every opportunity and access to equipment for their use as it is now the norm in everyday use. When you fill out a job application now, it is at a terminal or kiosk, not on paper, and is usually submitted via online. Some form of technology device, usually in the form of a phone which itself can complete many applications is what students now use daily, and more than likely is what they will use in the in the future, so we must provide as many opportunities for their use in the instructional setting.

Funds from the technology lending program will be utilized to expand our goals in order to provide more digital devices per grade level at every campus to move us to a 1:1 student/computer ratio. This will provide students access to devices on a daily basis rather than a weekly basis which will provide more opportunities to learn and utilize the devices during the school year. What this program will also do is allow the district to design an assigned number of devices per campus for checkout to students who do not own or have access to any type of technology to assist them with school work or special projects or assignments. With coordination from the technology director, a device lending agreement was developed for parent and student signature and was combined with our acceptable use policy distributed to students. Campus lending coordinators are designated at each campus for the checkout and check in as well as monitoring the program at the campus level. Our economically disadvantage students will be prioritized for checkout of devices first, in order to provide them access to a device for schoolwork and assignments and projects. We will then designate devices for checkout to students that do not own or have access to a device. The program will most likely take on a unique look at each campus and develop at each campus based on student need and use of the devices. Adjustments as to devices needed for checkout can be increased with more mobile labs per campus. The technology lending program would make it possible to provide more mobile carts per grade level and more device to lend beyond the school day. The district will explore ways to purchase one more mobile cart in order for each grade level K-12 to have access to a mobile lab. This will also increase the number of devices for checkout to our students.

The district is committed to utilizing all grant funds for the purchase of the mobile labs so that we can complete our goal of having a mobile lab at each grade level as well as providing unity for student checkout. This type of coverage will put a device in the hands of all of our students on a daily basis rather than a weekly basis. The district will continue to provide staff development for technology training for current and new devices during staff development sessions. The training will be provided by a technology specialist from our local service center. The district will cover the cost of follow up training at a later fall session and we will also cover any costs for follow up training in the spring if necessary.

The district undertook work at the beginning of the 2011-2012 school year to equip all campus with the hardware necessary to enable each campus have 100% wireless capability coverage in all areas. Work began at the Elementary in October and finished with the high school in February. Students have already become aware that they have access and can utilize the wireless network from outside the school as witnessed by students bringing their own devices after school.

While this knowledge is already known, the district will ensure students are aware that they will be able to access the internet either inside or outside the school with devices that are checked out. The district has several common areas with tables and even outside will have areas where even on the weekends if students or families without internet access will be able to come up to any campus and have access as needed. There are many activities after school at the secondary levels where students will have access to the schools for internet use with their device as needed. At the elementary levels we offer accelerated instruction time as well as homework clubs at which time students will be able to access the internet with the device that they have been loaned for school work. This is a key feature of the technology lending program as it has the potential to create a platform for building capacity in the area of parental involvement with parents bringing their children to the school to work with them on the device and become more involved in what the school is offering.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    The Devine ISD purchased four mobile iPad labs with local technology funds at the end of the 2011-2012 school year to have ready for the 2012-2013 school year. One mobile lab definitely limited the amount of time and use students would have had access to the devices. The additional funding received from the technology lending grant from Region 10 for the 2012-2103 school year allowed a mobile lab per grade level rather than one per campus. This gave all students the opportunity to have hands on access to the devices several times a week rather than the possibility of sharing to only have access once or possibly twice a week. The ability to purchase more devices also increased student opportunity to be able to complete assignments and projects within class time as well as beyond the school day. This also gives teachers more time on the units and designing instruction with the use of the device in mind. Using the device for research or apps for particular lessons enhanced the level of instruction.

    The schools will designate a number of devices for checkout to students. Having three times the original number of devices as originally purchased by the district, allowed each campus to check out a greater number of devices to students who may not own or have access to a device. The district developed a checkout form to make it as easy as possible for parents and their children to have access to a device as quickly and keep the paper work to a minimum.

    The district continues to purchase iPads for repair or replacement in an effort to continue our goal to provide a 1:1 device to all students. This year the district purchased approximately $25,000.00 on surface tablets for the Intermediate school as our current plan is to begin working on providing a more digital devices to the other campuses and begin moving some of the iPad carts down to the elementary school so each classroom will have a cart. The district plans to spend another $30-$50,000.00 during the 2014-2015 school year on surface tablets and necessary infrastructure to continue to put more digital devices in the hands of our students so they can have access on a daily basis. Based on our follow up data analysis after the first year of our lending program grant, we saw a larger number of checkout at the elementary, intermediate and middle school campuses. Based on input from the high school campus tech coordinator, more of the older students already had a personal device or access to one at home and did not check out the devices like the lower grade levels did. In order to prioritize our needs we will work to provide more of the devices at the lower levels and begin working up to provide all students access to a digital device for projects, homework and assignments.

    The district has not used instructional materials allotment funding for the purchase of any of our technology devices but relied on local funding and the technology lending grant program that we were awarded for the 2012-2013 school year. We are still working on the components of a BYOD phase in plan which will begin at the high school as more students own or have access to a device and many students use their phones for researching information. The district plan is to continue purchasing more devices each year with local funds until we meet our goals. With new and emerging technology it will be a continuing work in progress to maintain upgrades, increase bandwidth and updates, and purchasing new devices. The technology lending program grant would help us meet those goals much faster.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program aligns with the district's existing mission and goals to provide opportunities for not only our economically disadvantaged students who are a priority to provide support for in the current stage of our technology, but also the district goals are to build capacity and sustainability in order to provide devices to all our students. Having already implemented a technology lending program at all campuses during the 2012-2013 school year, we will not experience some of the start-up problems we experienced the first year of implementation. With follow up meetings during the year and at the end of the year, we already know what areas needed to be addressed and we will be ready to begin the year with lending devices and not having to wait till October to start lending devices to students.

The district will have some restructuring of how the devices will be distributed as the current plan is to move some of our carts from the middle and high school and all carts from the intermediate to the elementary so we can have more carts at the elementary where our economically disadvantaged numbers are the highest. This will not only provide more devices per grade level it will move us closer to the 1:1 ratio at the lower grades as we start working our way up to provide more units at all campuses.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The acquisition of the technology lending grant if approved will make it possible to accomplish our goal in a much shorter time frame to provide a digital device to all students at each of our campuses. Priority will be given to the elementary school as our economically disadvantaged student percentage is 68% for this campus. The next campus will be the Intermediate and then the middle school campus with 62 and 57 percent respectfully. Our plan is to move the current iPads we have on hand to the elementary school within two years and which will allow a mobile cart for every teacher K-2. We will also have enough extra devices on hand for checkout to students. If we receive the lending grant and with the addition of local funds we should also have a device for all students at the intermediate and middle school campuses. We will then begin to equip the high school campus with devices for our students. We are also planning a phase in plan for the high school level assisting in providing our students with their own devices. Based on our review of data after the first year of our lending program we implemented in the 2012-2013 school year we did not have a large number of students checking out the devices. After an informal survey by the campus lending program coordinator it was determined that most of the high school students already owned their own device or had access to one at home.

In order to ensure equitable access to lending equipment, we will identify students who have no device at home or any access to any device after the school day. We are very fortunate in being a small district in the fact that one or more teachers in a grade level or department know the students and have information on the needs of many of our students. Many times teachers do a survey of their classes at the beginning of the year to get to know their students and through the survey we can determine if a student has access to a computer or other device for internet access. We will then provide units to student as they are requested. Dependent upon numbers for checkout, we may have to schedule units in a rotation model so that all students who need a device will have access to the device.

In order to provide access to internet among all students, the district completed work during the 2011-2012 school year to enable all campuses to have wireless capability. All campuses are easily accessible and students will be able to come to school even after school hours to utilize the device and the internet. There are several common areas with tables outside the schools if students want to come with their parents and can also utilize common areas inside the school as well. The elementary and intermediate schools hold after school tutoring as well as homework clubs three to four times a week with extended time for students to be able to use the devices. At the secondary levels there are sports events as well as other activities that occur as least three to four times a week so students will have access to the wireless internet with their own devices, or the devices they check out. The local library provides Wi-Fi internet access as well as almost all of our local restaurants such as McDonalds, Dairy Queen, etc. who allows patrons to utilize this service.

While the ultimate goal of the district is to provide access to devices for all students, we will prioritize our highest needs students by continuing to identify students with limited or no access to devices in order to give them full opportunity to have access to the latest technology for school assignments, homework and projects.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's purchase of a mobile iPad lab for each campus in the spring of 2012 was an effort to begin working on a plan to provide recent technology for our students to have access to a device that many of our students would not have otherwise. It gave many of our students an opportunity to work on educational assignments either individually or in groups with the latest technology device that has a wide variety of educational applications. When we were awarded the technology lending grant from Region 10, our students were given a great opportunity. We were able to provide more of the devices to our students, and also saw the possibility of reaching our goals to provide 1:1 devices during the school day as well as having enough devices to lend to students who may not have access at home to work on homework, special assignments, and projects individually or in groups to enhance the learning process. Even our youngest students come to school with a vast degree of knowledge on how to use some type of technology device. This is the medium they now know and use to accomplish every-day tasks whether it is a phone or iPod or gaming device, they are connected to some form of technology.

The district is also strongly coordinating efforts and researching the possibility of moving to a Bring Your Own Device district. The district would like to be able to provide a device for every student; however we are unable to do this with our limited budget. The award of the technology lending grant could help us achieve this goal much faster with getting more devices into student's hands and provide even greater levels of differentiated instruction. The districts infrastructure is capable of handling this type of program with our latest upgrades and all campuses now having 100% coverage for wireless capabilities. All campuses embrace technology and know the importance of incorporating it into lessons to enhance student interest. Every campus already has a high level of commitment to the accessibility and utilization of technology, with the capability to have access to even more devices for more students will generate a higher degree of commitment to the project's success.

This spring the Superintendent asked campus Principals to ask staff who were interested to come and present on how they were implementing technology into their in their classrooms at one of our Administrative meetings for a chance to be awarded a $1000.00 dollar locally funded technology grant. This would allow the teacher funds to enhance the learning environment. After a selection process, three teachers were chosen to present at the meeting. A teacher from the elementary was selected for the grant. In order to build capacity and demonstrate the importance of technology in the classroom, the district plans to continue to offer this technology incentive for teachers to use technology in their classrooms.

The district is also expending funds for apple TV's at the elementary school so the devices can be projected on these screens. We have also begun installing smart boards for all classrooms. The district currently has two computer labs at the elementary and high school. Three labs at the middle school and labs at the high school in addition to all our mobile carts currently on hand. With the current number of computers now in the district this lowered our student to computer ratio from 3:1 down to 2:1 as reported on the last technology plan. The technology lending program grant would allow us to meet our goal of a 1:1 ratio sooner than projected.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district adopted the Pearson Envision math curriculum in 2008 for grades K-5. The district purchased textbooks as well as a CD of the text for each student to take home who had a computer available. This has been a great move in preparing, implementing and providing teacher and students with access to technology based curriculum. Teachers utilize the online features for the curriculum for class instruction and updates as needed. It is almost a certainty that the next adoptions will be digitally content based as more information is stored and used on these platforms. In order to be prepared for this next step and enable all students in the district to have access at home and at school, Devine ISD is has made necessary upgrades for our infrastructure, completed work to provide 100% wireless capability at all campuses, and is looking at policy and procedures necessary to become a Bring Your Own Device (BYOD) district. The technology lending grant can also help make this a reality as we can put more devices that will support subject area adoptions in the future.

With the 2014 proclamation the district is adopting the digital as well as texts for our math and science adoptions. With the possibility of having approximately 700 digital devices, this will allow a greater number of the devices to utilize the digital downloads for the locally adopted instructional materials and will allow student who check the units out to have access to the expanded features of the digital curriculum. The district textbook committee attended the instructional materials review at our local service center and much of the digital materials is quite amazing. In one of the chemistry adoptions reviewed you could click on the picture of an atom with the cursor and it would actually begin spinning how it actually does. The amazing resources that would be of benefit to our students will be quite helpful with the additional units to lend if we are awarded the grant. Another benefit of the digital downloads would be that updates and corrections would be immediate, which is a great feature.

Although many people still believe that a hard copy book is the best bet, the reality is that our students read and receive information through some form of technology device, such as computer, e-reader, or first and foremost their phones. We are in the Technological Age, and are totally immersed with electronic devices; it only makes sense to use the tools of the Technological Age. With more and more information sent through email and electronically, we must provide, model, and utilize electronic devices with our students in order for them to be experienced with applications they will use in the everyday world of work so they are fully prepared. Keeping up with technology will be a constant challenge, however, the district is committed to provide our students current up-to-date devices that will accommodate the instructional materials platform that will very quickly be the norm.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of staff development sessions occurred during the districts' back to school opening days on August 20 & 21, 2012. Teachers were required to have iPad training. This session was presented by a technology consultant from our local service center. The session covered not only some of the basics of the iPad, but also how students can use save and store assignments. Follow up training will be offered in the fall as necessary, with more detail to utilizing digital content and educational sites for content to enhance lessons to increase higher levels of understanding and provide instruction to depth and complexity needed to promote student growth and success. The additional mobile labs provide by the technology lending grant will not only provide greater access time to students, but to our teachers as well in order for them to spend more time developing lessons with the devices. Like any technological device, the more time spent on the device will provide insights and make teachers familiar with applications and programs that will work for particular lesson or assignments, projects either with the class, assigned group, or individual assignments.

Follow up iPad Apps training was presented to all secondary and elementary teachers during the fall semester of 2013. Our local service center representatives also provided this training to our teachers. We will provide training as well as necessary for the designated campuses that receive the surface tablets although they should be even more user friendly as the staff is very familiar with Microsoft applications and requested by many.

The district sends out a staff development survey to our campuses on survey monkey to request feedback on the sessions presented and what teachers need as far as follow up sessions. The district will utilize information from this survey to determine additional staff development needs in the spring. The lending program project manager will also visit with campus principals and campus program coordinators to seek input and hear recommendations on possible staff development needed to help teachers to better utilize the devices. All staff development provided in the fall as well as any follow up staff development needed in the spring will be provided with district funds.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district began work during the 2011-2012 school year to provide upgrades to campus infrastructure and wireless capabilities. The district has also begun discussions, and planning to begin exploring the possibilities of becoming a Bring Your Own Device district. In order to move towards a Bring Your Own Device district, the district realizes the importance of setting an example with the use of technology by providing an iPad for all campus principals in order to do classroom walkthroughs and teacher evaluations. The district also began work in October 2011 beginning with the elementary campus to provide wireless coverage with 100% access at all areas of the campus. Work continued at the intermediate campus, middle school campus which was completed in early January 2012, so we had three campuses with wireless capabilities by the beginning of the second semester. Wireless work began at the high school in January and was completed in early February. The district also increased the amount of bandwidth in order to handle the increased access of student devices which had already begun at the secondary levels. Updates as well as new servers were replaced as necessary in order to not only meet current demand, but anticipated increase in district internet usage.

The district technology director and Assistant Superintendent for C & I attendee a technology meeting in May 2012 on some new information about BYOD and visited with other schools about what they are doing with their devices. The Technology director has also contacted other directors for information on iPad mobile labs as well as researching and preparing for the use of our current mobile labs implementation. The district has a very talented IT department and they do a great deal of troubleshooting and repair of our computers and constantly monitor the network and ensure it is available for staff and student access. The IT department will also be the first point of contact for evaluation of damage to a device or need to reconfigure a device.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #17—Responses to TEA Program Requirements (cont.)

| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |
|---|---|

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district plan is to provide as many devices possible to students so they are able to create, utilize programs and gain internet access for research and assignments that will greatly expand their opportunities to the outside world. With expanding our wireless internet access this past school year we noticed that many students have already taken advantage of the internet by connecting to the network with their own personal devices. This occurred primarily at the secondary levels. Student checkout of devices will include pass codes to access the internet web site for work on their assignments. Each campus has several common areas that students and parents can use after the school day and on weekends as well. All campuses provided extended tutoring times as well as homework clubs, and these times will increase in the spring for students and parents to come up to the school to access the internet with the current iPads to lend as well as the new devices if approved for the grant. At the secondary levels there is a sporting event taking place at least two to three times a week. This is also a time that can be utilized for students to have internet access.

In providing this type of internet coverage for our students, the district will be able to serve more students as well as sustain this type of program after the grant has ended. We would also like to see the program move to providing designated times during the evening throughout the school week for classes as well as general lab times for student research and study. Students will not be solely constrained to access the internet from our schools for after school hour access. Our local library and several of our local restaurants, such as McDonalds and Dairy Queen provide free wireless internet access. Our local library is very supportive of our school programs and will be a great point of access for students to use the lending program devices. Our area is growing from the Eagle Ford shale boom, and we anticipate more business moving in and restaurants, and with the growing trend to provide internet access, would mean more sites for our students to have a place for using the device in the future as well.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology director and Assistant Superintendent for C & I attended a technology meeting at our local service center in May 2012 on some new information about BYOD and visited with other schools about what they are doing with their devices. The Technology director has also contacted other directors for information on iPad mobile labs as well as researching and preparing for the use of our current mobile labs implementation. The technology lending grant campus program coordinators are knowledgeable and will serve as points of contact to support students for any problems with the devices. Most of the students are already very familiar with the current devices that we experienced very little need for technical support during the first phase of our lending program initiative.

Our local service center has been extremely supportive with not only technical support information with the iPads the district currently has on hand, but has also provided excellent professional development session on the devices as well as apps for the devices. We are confident as we will have no problem with the surface tablets as far as technical support and assistance with professional development if necessary.

The district has a very talented IT department and they do a great deal of troubleshooting and repair of our computers and constantly monitor the network and ensure it is available for our staff and student access. The IT department will also be the first point of contact for evaluation of damage to a device or need to reconfigure a device.

## For TEA Use Only

| Changes on this page have been confirmed with: | On this date: |
|---|---|
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered at all four campuses in the district to provide students an opportunity to have a device, but based on prior data from our 2012-2013 technology lending program the elementary, intermediate, and middle school will be the targeted campuses. This is based on a very low response by the high school students and determined that a large percentage of the high school population already owns some type of digital device. The district purchased a mobile iPad cart for each campus with local technology funds in May, 2012 to begin implementation and use by students for the 2012-2013 school year. Grant funds received from the technology lending program grant from Region 10 were utilized to provide three additional iPad mobile labs per campus which will took care of all but one grade level which the district purchased so grades K-12 will have access to a mobile iPad lab. This will provide additional units which will enable more students more face time as well as additional time during the school week. The lending grant funds will also make it possible to designate a number of units for student checkout so students may take the device home to use for homework, assignments, or special projects. A designated number of units from campuses will be sent to the elementary to get each teacher a cart for their classroom to begin working on moving the district to a 1:1 digital device ratio.

Priority will be designated at our elementary school where our economically disadvantaged student percentage is 67%. Our economically disadvantaged students will have first priority at each campus level as most students represented may not have a device or a device with access to an internet connection. The district already has established a device lending agreement in coordination with policy and the acceptable use agreement signed by students for computer use. During the school day, the lead teacher or department head will be in charge of the iPad mobile carts for scheduling classes throughout the school day. A designated number of units will be assigned at each campus to be utilized for the lending grant program. Each campus will have a person designated as the campus coordinator to be in charge of monitoring student lists and checkout to students for home use. The coordinator will coordinate with the teachers to collect devices for checkout to students. This person will also be responsible for device check in and monitoring the status of the devices upon return and making appropriate recommendation in the event a unit needs repair or replacement. At each campus there is already a person designated as the campus tech representative and it is usually the library aide. This person will also be responsible for reporting to the campus principal and project manager on the programs progress and recommendations for improvement or changes as necessary.

In the event that there is a competing need for the devices the campus lending program coordinator will maintain a copy of schedules and amount of usage for the devices. If the numbers for the usage of the devices increase beyond the number of devices available, the campus lending program coordinator will implement an equitable rotation schedule to ensure that the devices are being use by students who need them as well as an appropriate amount of time for the devices. As we build sustainability each year and add new digital devices each year this problem will be eliminated.

The campus coordinator will also be responsible to evaluate devices at check in to ensure that units are functioning properly and can be returned to the lab cart for school day use. Should a problem with a device be detected the campus lending program coordinator will assess any problems and try to resolve any issues to return the device to working order. If there is a major problem or extensive damage the campus coordinator will contact the technology director for unit pick up for evaluation and recommendation for repair or replacement. The district technology director will contact the technology grant lending program coordinator for any device that requires extensive repair or replacement of unit from damage or loss. The grant project coordinator will evaluate on a case by case basis to decide if party who had the device is responsible for payment or replacement if it is determined that the was caused by negligence or intent to destroy school property. The district had very little trouble with damage to devices with our original lending program and believes that the majority of our students will take care of the units and be glad for the opportunity they have to use them. With that amount of devices going out and being utilized the district is aware that there will be some necessary repairs from the amount of use and damage and loss from accidents that will occur over the course of the grant period. We also well build in a minimum number of replacements each year to sustain the program.

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| **Schedule #17—Responses to TEA Program Requirements (cont.)** | |
| --- | --- |
| County-district number or vendor ID: 163-901 | Amendment # (for amendments only): |

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate.  Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    The district technology director or designee will prepare all devices for delivery to the campuses. The devices will be labeled with a barcode in order to be accounted for on inventory lists. Each campus will be responsible for the inventory of all devices and related equipment that are maintained with the devices. The designated district employee, who will serve as the technology lending program coordinator for the respective campus will be responsible for maintaining an inventory of devices and maintain lending agreements and parent/student checkout paperwork. They will also be responsible for checking out and checking in device and checking on status of device at check in. If there is any problem with the device the employee will contact the IT department to schedule pick up to check device and determine the problem with the device. Any damaged or non-returned device will be reported to the technology director and grant coordinator to determine appropriate action. The devices should be covered under the districts insurance policy, however based on the data provided from the first time we ran the technology lending program, any additional insurance on devices would not be cost effective as you usually have to purchase for so many units. Our research established that it would be cheaper to repair or replace a unit than carry the insurance on a required number of devices.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    Devine ISD received the technology lending program grant from Region 10 for the 2012-2013 school year. The district requires all students to sign an Acceptable Use policy form which outlines the requirements for responsible use of equipment, resources, and internet. The program director worked with the assistance of the Technology director and the campus program coordinators to develop a stand-alone technology lending agreement for the use of device checkout with some information on use and troubleshooting items for the device. During one of our end of year progress meetings we discussed insurance for the following year and eliminating the fee for repair or lowering it as we felt that was causing somewhat of a deterrent in parents signing off on checking out the devices. While we want the equipment well cared for, we are going to choose our wording carefully on the responsibility if the device is damaged. We want our economically disadvantage students to have access to these devices and wording that contains the elements of the party checking out being totally responsible for all  damages could actually hinder many of our parents from checking out the devices. After our final evaluation and review of the program at the end of the 2012-2013 school year and decided that with the few that were damaged and only one not returned, we decided that it would be more cost effective for the district to repair or replace a unit rather than carry insurance on a number of the devices.

    The district understands there may be a certain amount of damages as with any equipment or inventory that has to be maintained and repaired with student use. The district will assess and address any damages on a case-by-case basis, and make appropriate decisions on the responsible party for repair or replacement. The district believes the majority of the device checked out will be well taken care of and there will be minimal or no damage incurred to the units.

| **For TEA Use Only** | |
| --- | --- |
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |